

fourth grade. This large portion of the school population, according to these unkind observers, stay only long enough in classes not to learn anything. Again, the mechanical-like method of instruction has been severely condemned. Critics have expressed themselves as profoundly dissatisfied with the work which the Bureau of Education is doing, for the reason that it tends to provide a horde of social parasites only fitted to be government clerks. Finally, the tempers of good people have been visibly excited over the neglect of religious training in the schools.

When President Eugene A. Gilmore of the University of Iowa was Secretary of Public Instruction and Vice Governor, he apparently had misgivings about the educational system which operated under his supervision. Accordingly, acting in accordance with the request of the Director of Education and authority granted by the Philippine Legislature^ he sought expert advice. In 1925 there arrived a Commission of American pedagogical experts under the direction of Dr. Paul Monroe of Columbia University, a schoolman with an international reputation. The Commission made a survey of Philippine education and found things to praise and to condemn. As a result of the recommendations to the Bureau of Education made by this Commission, the supervisory staff of the General Office has been materially increased, studies on child accounting have been conducted, nation-wide standard tests have been administered, and the curriculum has been revised. A subsequent visit by Dr. Charles A. Prosser of the Dunwoody Insti-

tute of Minneapolis, who was asked to make a study of vocational education in the Philippines, gave new impetus to the program of vocational education. In 1935, a Quezon-created Educational Survey Committee, presided over by President Jorge Bocobo of the University of the Philippines, laid the groundwork for the determination of educational policies for the Philippine Commonwealth.

A complete answer to many of the aspersions cast on the